Paddock School

Relationships, Sex and Health Education (RSHE)

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1. Foreword

At Paddock, we believe that Relationships and Sex Education forms an integral part of our Personal, Social, Health Education (PSHE) and Citizenship curriculum, and it is linked to the National Curriculum for Science.

2. Aims and Objectives

The aims of RSHE at Paddock School are to ensure that students learn about:

- Different types of relationships, including friendships, family relationships, relationships with boyfriends, girlfriends or partners (intimate relationships) and dealing with people not known to students.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, how to manage conflict, and also how to recognise unhealthy or unsafe relationships.
- How relationships may affect health and wellbeing, including mental health.
- Safety online and how to stay safe in the modern world.
- The correct (and scientific) vocabulary to describe themselves, their own bodies and human development.
- The importance of health and hygiene.
- Changes the body will experience throughout the human life cycle including puberty.
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

Other objectives include:

- To provide pupils with regular teaching linked to the adapted (if on pre-formal or semi-formal pathway) or original (if age appropriate and on the formal pathway) SoSAFE vocabulary.
- To provide knowledge and information to which all students are entitled
- To provide an environment whereby students can positively discuss matters of concern
- To clarify/reinforce knowledge students have already acquired
- To raise students' self-esteem and confidence, especially in their relationships with others

To help students to understand their sexual feelings and behaviour, so that they can lead fulfilling and enjoyable lives

- To build a positive culture around the issues of sexuality and relationships.

- To develop skills (language, decision making, choice assertiveness) which are necessary in a range of situations promote acceptable and appropriate behaviour in both public and private situations
- To give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse
- To provide the confidence to be an active member of society
- To support access to information and facilities

The aims above are in line with the core aspirations that the school promotes to all students.

3. Statutory Requirements

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the guidance from the DfE July 2019. We are not required to provide sex education other than as outlined in the Health Education curriculum and National Curriculum for Science.

As a maintained secondary school we must provide Relationships and Sex Education to all pupils as set out in the Children and Social Work Act 2017, and have regard to the guidance issued by the Secretary of State as outlined in section 403 of the Education Act of 1996, including the DfE Guidance on RSE July 2019.

With regard to curriculum provision, The Equalities Act 20210 states that:
Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the availability of accessible information to disabled pupils.

4. Policy Development

This policy was developed by an RSHE working party in co-ordination with Senior Leadership. The policy underwent staff consultation, with initial feedback received and acted upon. This included teaching, support, pastoral and therapy staff members across both sites. The policy was then shared with wider stakeholders including parents and governors.

5. Definitions

What is taught under the sub category My Body? My Body content is based on compulsory objectives from the Science National Curriculum for Key Stage One and Key Stage Two (Animals including Humans). The aim is to provide students with progressive core knowledge around the human body, human development (life cycles), puberty and reproduction. This knowledge will support pupils' understanding of content within Relationships, Sex and Health Education.

5.1 What is Relationships Education?

Primary Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with

others now and in the future. **Secondary Relationships education** is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.

5.2 What is Sex Education?

Teaching Sex Education is not about the promotion of sexual activity but rather the age and stage appropriate preparation for adult life. Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

5.3 What is Relationships and Sex Education?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and wellbeing.

5.4 What is Health Education?

Health Education encompasses both Physical and Mental health and aims to support pupils to make positive choices and as a result live fulfilling lives. Physical Health topics include diet, exercise, sleep and first aid. Aspects of mental health include positive emotional and mental wellbeing including learning when (and how) to get help. Importantly, Health Education outlines the link between physical and mental health, and how one can impact on the other.

6. Paddock School Key Terms

6.1 Developmental stages

To support planning provision, students at Paddock are generally grouped under the following developmental stage headings based on their current strengths: Pre-Formal, Semi-Formal and Formal

A formal learner:

- is able to maintain a simple conversation in more than one context
- can identify how he/she and others are feeling
- maintains attention to adult-directed work for up to half an hour
- can initiate interaction with adults and peers

A semi-formal learner

- is able to maintain a simple dialogue exchange
- can identify how he/she and others are feeling
- maintains attention to adult-directed work for up to half an hour
- can initiate interaction with adults and peers

A pre-formal learner:

- can maintain attention with a familiar adult in highly motivating activities

- can understand simple routine instructions with gestures (e.g. stand up, toilet)

6.2 Developmentally 'ready'

Whilst developmental stages provide a useful starting point to identify the correct objectives and delivery methods for students, we recognise that these terms are for guidance. It is important that careful discussion takes place in order to determine if a pupil is cognitively and emotionally 'ready' for particular learning objectives. This process of discussion and reflection will be ongoing and involve different parties to ensure that the RSHE curriculum fully meets the needs of the students.

- Primary aged pupils – 5 to 11 years old
- Secondary aged pupils – 11 to 18 years old (including post-16)
- Paddock Lower School – approximately 5 to 8 years old
- Paddock Middle School – approximately 8 to 13 years old
- Upper School – approximately 13 to 19 years old

7. Curriculum

The RSHE curriculum at Paddock School has been organised under the following sub categories.

- **The Body**
  - Me and my body
  - The changing adolescent body
- **Relationships Education**
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships, being safe and the law
  - Online relationships, internet safety and harms and the law
- **Relationships and Sex Education** (Secondary age developmentally 'ready' students)
  - Intimate and sexual relationships and the law
- **Health Education**
  - Physical health and fitness
  - Healthy eating
  - Drugs, alcohol and tobacco and the law
  - Health and prevention
  - Basic first aid

In accounting for the varying needs of students at Paddock School, it is recognised that curriculum content must be developmentally appropriate for individual students. The delivery of the RSHE curriculum will inevitably look different for different groups of learners. Content will be relative to the individual and their personal development rather than their chronological age. It may not be appropriate for all secondary age pupils to have accessed every aspect of the curriculum upon leaving Paddock School. As denoted by the following statement:

Schools must have regard to the guidance and, where they depart from those parts of the guidance which state that they should, or should not, do something, they will need to have good reasons for doing so." (DFE 2019)

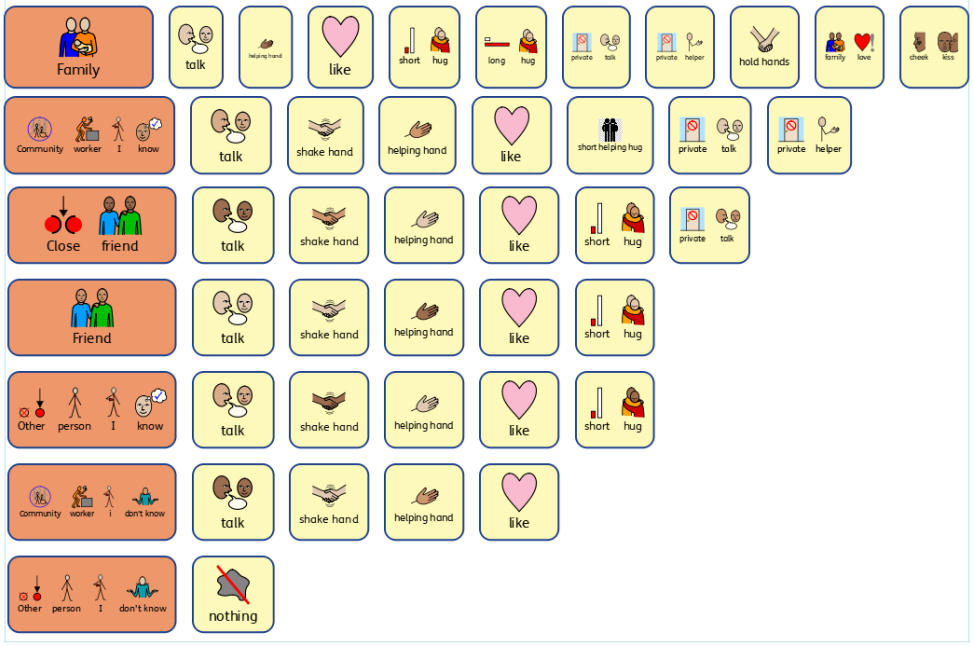
7.1 Resources

The most valuable resource in the education of our students is to be found in the understanding, experience, skills and creativity of our staff, teaching and non-teaching. We also appreciate that many everyday objects and opportunities can be used in the teaching programme. However, to avoid confusing students, some explicit resources will be needed: slides and other illustrative material; cut-outs of bodies and body parts; and anatomically correct models. The school will work closely with the Local Authority and with outside services to explore resources which have been especially adapted to meet the needs of the students at Paddock School.

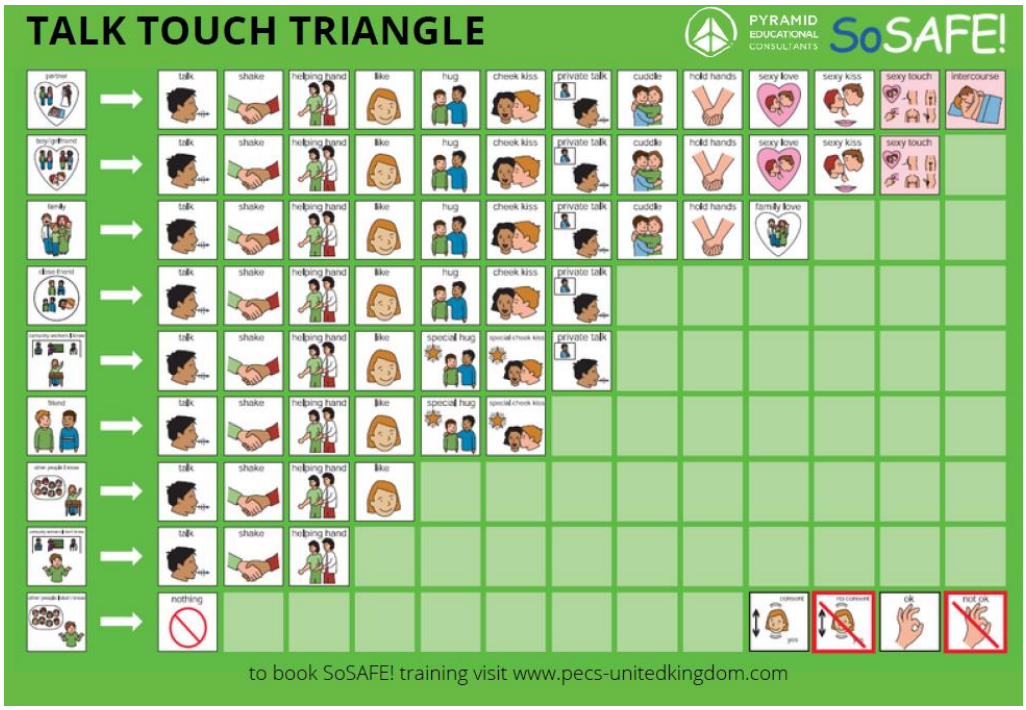
Where appropriate, methods for Relationships and Sex Education use activities which 'distance' the subject matter from the students, by using pictures, stories and models. This encourages discussion about what the fictional characters do, say and feel. This lessens the scope for student responses like 'I do/did/would do ...' etc. and also serves to protect staff from personal questions.

At Paddock School we have recently (January 2024) introduced a new programme called SoSAFE. SoSAFE is a rules-based approach which supports the teaching of different types of relationships with a focus on keeping pupils safe both within school and when accessing the community. The SoSAFE programme will look different for learners on different pathways and younger pupils.

Learners on the Pre-formal and Semi-formal pathways as well as formal learners who are not yet old enough for sex education will follow the adapted version of SoSAFE. As part of this, staff will refer to an adapted talk touch triangle (see below) which gives clear rules for each type of relationship.



Leaners on the Formal pathway who are old enough for sex education will follow the original SoSAFE version. As part of this, staff will refer to a talk touch triangle, which gives clear rules for each type of relationship.



All class staff at Paddock have been trained in using SoSAFE and wear supporting visuals throughout the day. Parents have also been invited to parent training on this topic. All staff working at Paddock will be referred to as 'Community worker I know.' The school will no longer be using the term 'stranger' and will use instead 'Other person I don't know.'

As with all approaches at Paddock School, resources are modified to ensure that they are suitable for the pupils. Children learn best when they are healthy, safe and secure. The Children Act 1989 places the wellbeing of the child at the centre of keeping them safe but does not prevent staff from helping with ordinary basic physical needs. All staff take part in a rolling programme of training in safeguarding and child protection.

In the youngest classes at Paddock, it may be the first time that children have spent all day away from the care of their family. They may seek out physical contact from staff and it is understood that this may help them feel safe and secure in their school environment. It should always be the child who instigates physical contact, such as a hug, or if this is offered by staff at times of upset, then they should wait to see if the child responds.

Staff will use the SoSAFE vocabulary throughout the school and, as the children develop their awareness, they will be supported to understand how physical contact looks different between home and school as they get older.

At Paddock school there are some learners who follow a Pre-formal pathway. In some circumstances, these pupils may communicate mainly through touch e.g. seeking out and touching an adult's forehead with their own forehead during an intensive interaction session. Teachers at Paddock will take this into account when following the SoSAFE approach with these specific learners.

Term:	Autumn		Spring		Summer	
	8.Health and Fitness- objectives to be covered through Physical Education across the year 9.Healthy Eating- objectives to be covered through Cooking/ Life Skills across the year					
Lower School Approx. 4-7	1.Me and My Body	3.Families and People who Care	4.Caring Friendships	6.Online relationships*	11.Health and Prevention	12.Basic First Aid
Middle School Approx. 7-11	1.Me and My Body 2.Changing Adolescent body	3.Families and People who Care 4.Caring Friendships	5.Respectful Relationships	6.Online relationships	10.Drugs, alcohol and tobacco	11.Health and Prevention 12.Basic First Aid
Upper School Approx. 11-16 Post 16	2.Changing Adolescent body	5.Respectful Relationships	6.Online relationships 6.Internet Safety and Harms	7.Intimate and Sexual relationships	10.Drugs, alcohol and tobacco	11.Health and Prevention 12.Basic First Aid

Expectation is that all students will have allocated time and objectives for RSHE stipulated on their timetable. It is recognised that delivery will look very different depending on developmental stage.
Once a theme is introduced it should be continually referred to, at appropriate learning opportunities, throughout the academic year.
This overview is based on the premise that Lower School Pupils from 2020 will have access to full curriculum coverage at a developmentally appropriate level throughout their school career. Where students have not accessed themes due to starting the Curriculum at a later school phase there is clear repetition of themes annually and opportunity for teachers to reflect on prior knowledge to address gaps in knowledge and understanding.
The majority of pupils will enter the curriculum at their school phase level and cover these themes each year. Progression should be achieved through active monitoring against the outcomes with some pupils showing progress based on their developmental stage and other pupils showing progress based on the amount of objectives they have accessed within each theme.

7.2 Legislation and Guidance

- *PSHE education example policy – Devon County Council*
- *Statutory guidance on relationships education, relationships and sex education and health education – Department for Education*

7.3 Scope

This policy applies to all learners at Paddock School and curriculum delivery will look different depending on their learner pathway (see below).

Area of Learning	Suggested delivery of Curriculum for different Developmental Stages (Not an exhaustive list)		
	Pre-formal learners	Semi- Formal learners As pre-formal and including:	Formal learners As pre and semi-formal and including:
The Body	• Instruction and engagement with an adult/ adult and peers • Basic hygiene routines • Location specific support (WC, changing room) • Songs, rhymes and action songs • Curiosity programme • Messy play	• Attention Groups • Social Stories and scripts • Developed hygiene routines • Working with an adult • Small group teacher led sessions • Small group games • Small group workshops • Independent working tasks	• Group sessions and discussions • Group workshops and discussions • Complex hygiene routines • Pupil-led projects • Group Health and service visitors/visits

	• Tactile box • Curiosity programme • Health and service visitors/visits • Therapy provision and contact where appropriate • Sensory and Bag Book stories • Positive behaviour management	• Short videos and stories • Gender specific sessions • Use of Technology – Games, demos • Practical demonstrations • Group Health and service visitors/visits	• Access to developmentally appropriate sources of information and stories
Relationships Sex and Relationships Education (Secondary age pupils)	• Instruction and engagement with an adult • Peer activities • Songs and rhymes • Curiosity programme • Community activities • Therapy provision and contact where appropriate • Parent visits and family learning opportunities • Sensory and Bag Book stories • Positive behaviour management • Parent Workshops • Attending social groups and events	• Attention Group • Social Stories • Working with an adult • Small group teacher-led sessions • Small group games • Small group workshops • Gender specific sessions • Independent working tasks • Short videos and stories • Small group service visitors/visits • Role play (Arts: music, dance, drama) • Work experience • Social/ Youth groups and events	• Group sessions and discussions • Group workshops and discussions • Pupil-led projects • Group Health and service visitors/visits • Access to developmentally appropriate sources of information and stories • Pupil directed social interactions out of school.
Health Education	• Outside play • Choosing time • Whole school events (disco, Sports day) • Community walk • Sensory circuit • Leisure activities (Lady Allen, Swimming, Flip Out etc.) • Soft Play • Sherborne	• PE sessions • Exercise time • External Sports Coaching (e.g. Tennis) • Offsite sports events • working with an adult • Small group teacher-led sessions • Small group games • Small group workshops	• Group sessions and discussions • Group workshops and discussions • Pupil-led projects • Group Health and service visitors/visits Access to developmentally appropriate sources of information and stories • Pupil directed appointments or information gathering opportunities

	• Sensory room • Aromatherapy • Massage • Snack • Food Group • Cooking • Lunch time • Community visits (shopping, café etc.) • Instruction and engagement with an adult. • Physical activities as part of leisure/ peer interaction • Songs and rhymes • Role play • Health and service visitors/visits • Therapy provision and contact where appropriate • Sensory and Bag Book stories	• Independent working tasks • Short videos and stories • Group Health and service visitors/visits • Work experience • Hobby/ Leisure activities • Social/ Youth groups and events	

8. Roles and Responsibilities

8.1 School governors

For approving the policy for use within the school and holding the headteacher to account for its implementation within the school.

8.2 The Headteacher

For ensuring RSHE is taught consistently across the school in line with the policy, and for managing parental requests for withdrawal from any non-statutory/ non-science components of Sex Education taught within the school. The headteacher should also ensure that any external professionals engaged to deliver all or parts of the RSHE curriculum should fully understand and adhere to the required principle of impartial delivery.

8.3 All school staff

For delivering the curriculum when instructed in a responsible, sensitive way and for modelling positive attitudes to RSHE, monitoring progress and responding to the needs of individual pupils. School staff do not have the right to opt out of teaching RSHE, and should staff have concerns they should discuss them with the headteacher. Staff also have an entitlement to training and support which prepares them to deliver RSHE.

8.4 Class teachers

Are responsible for the planning and preparation to deliver the RSHE curriculum to meet individual pupils' needs including utilising support staff, therapy and other external sources (workshop visitors, school nurse etc.) effectively.

8.5 RSHE Subject leaders

The Heads of School, Deborah Dockery, Lynette Martyn and Frances Young, are responsible for overseeing the whole school monitoring, training and support undertaken by the RSHE team.

8.6 Pupils

Pupils are expected to participate and engage in RSHE at a developmentally appropriate level and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8.7 Parents / Carers

To support the school in delivering the curriculum and to engage in any consultation process.

8.8 A Partnership with Parents

The school places the utmost importance on sharing equal and joint responsibility with parents for their children's education and sexual matters. Staff will do their best to find out from them any religious or cultural views they may have which may affect the sex education they wish to be given to their children, although any request which compromised the school's Equal Opportunities Policy would be very carefully considered.

Staff are aware that some parents find it hard to navigate their children's sexual development, and are happy for the school to take the initiative.

Staff will take every opportunity to inform and involve parents and carers by:

- making the school's commitment clear through an accessible RSHE Policy
- raising personal development issues proactively through regular open and honest communication
- reporting on RSHE in the students' Annual Review/EHCP meetings with parents and carers
- providing the necessary resources to support home life and supplement learning
- encouraging parents to ask questions and request meetings for further discussion.
- inviting parents and carers to attend general workshops where teaching resources will be available
- informing parents and carers of workshops run by invited specialists

9. Parents' Rights to Withdraw

9.1 Primary and Secondary aged students

Under the DfE Guidance 2019 parents/carers do not have the right to withdraw their child from Relationships Education, or any elements of the Health or Science curriculum.

9.2 Secondary aged students

Parents/carers have the right to withdraw their child from any non-statutory/non science components of Sex Education up to and until three terms before the child becomes 16 years old. After this point the decision to withdraw or not becomes that of the young person.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. A letter will be written to by the headteacher or their representative and this will be provided to the parent/carer acknowledging the meeting and matters discussed. Should a withdrawal be agreed, then the procedure for withdrawal should be outlined; for example the pupil being given alternative work and supervision where required.

The school would like to make it clear that if students who are withdrawn from sex education ask questions at other times, these questions will be answered honestly by staff. This is highlighted in the opt-out option letter.

9.3 Support for families

Paddock School will also have some resources available for any parent to use if they wish to help their child at home (including SoSAFE resources). The school would be happy to organise a time in which to discuss curriculum content, delivery and home support and staff politely ask that parents request a meeting with the class teacher (or other relevant persons) in order to do this. Where there is a demand for information about a particular theme or concern, staff will endeavour to provide group workshops or Question and Answer sessions for parents and carers throughout the academic year.

10. Training

Teaching staff are trained in the delivery of RSHE and meet on a regular basis including attendance at INSET and relevant CPD sessions outside the school setting.

All school staff are trained in the delivery of RSHE as part of their ongoing INSET and the subject is revisited annually as part of ongoing staff training.

External staff such as the school nurse and therapists will hold appropriate professional qualifications.

Parents have also had opportunities to attend training on the new RSHE curriculum and SoSAFE programme.

11. Monitoring Arrangements

The delivery of RSHE is monitored by the Subject Leadership team for RSHE and the Heads of School, Deborah Dockery, Lynette Martyn and Frances Young, through the Quality Assurance programme of learning walks, EfL input, lesson observation and student voice as detailed in the school calendar.

Pupils' development in RHSE is monitored by class teachers in conjunction with the Subject Leadership Team and headteacher through the use of Evidence for Learning. The school will assess how effective are the curriculum aims, content and methods in promoting students' learning. Teachers either have a specified Relationships and Sex Education time on their planning and timetables, or have identified time when RSHE is taught in a specific context, or a combination of these two. Specific situations are dealt with as they arise.

Feedback from staff, parents and students will help to evaluate the RSHE curriculum. This may take the form of questionnaires, discussion groups and meetings etc.

This policy will be reviewed every two years by the headteacher. At every review, the policy will be approved by the governing body.

12. Appendices

A. Curriculum Map
B. Learning Objectives and Pupil Outcomes by Developmental Stage
- Primary
- Secondary

C. Specific Matters

A. Curriculum Map

Term:	Autumn		Spring		Summer	
	8.Health and Fitness- objectives to be covered through Physical Education across the year 9.Healthy Eating- objectives to be covered through Cooking/ Life Skills across the year					
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B. Learning Outcomes and Pupil Objectives by Development Stage

- **Primary Outcomes and Pupil objectives by developmental stage**
  ..\Curriculum Development Sep 2020\Primary Learning Objectives and Pupil Outcomes by Developmental Stage PDF.pdf

- **Secondary Outcomes and Pupil objectives by developmental stage..\Curriculum Development Sep 2020\Secondary Learning Objectives and Pupil Outcomes by Developmental Stage PDF.docx.pdf**

C. Specific Matters

Students with profound and multiple learning difficulties will have access to a RSHE curriculum that is relevant to their strengths and needs. Using carefully considered methods, they will experience as much content as developmentally appropriate.

C.1 Body Awareness

is taught from Early Years with appropriate naming of body parts including the phrase 'private parts' being used consistently throughout. All staff will utilise correct scientific terminology for body parts from the earliest developmental opportunity to support language acquisition in Paddock pupils. Staff members are to show and model appropriate boundaries and physical contact when working with all pupils to encourage independence.

C.2 Sexuality

describes the aspects of a person that are associated with sexual thoughts, feelings and behaviours. All people have sexuality, however adults with Special Educational Needs can be viewed within society as non-sexual adults and are therefore sometimes prohibited from having this fundamental human right. To prevent this from happening, the school aims to provide students (in a developmentally appropriate manner) with: opportunities to develop healthy relationships, teaching them and providing them with an awareness of sexual relationships including LGBTQ+, support to take informed risks, support to understand their own and other's feelings and support to access services and information regarding safe relationships and sex should they choose to do so.

C.3 Contraceptive advice to students (if appropriate)

Questions about all forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel. Students will be taught, in the context of safe sex, that intercourse always involves using a condom.

C.4 Abortion

Students who are developmentally ready will learn that there are safe and legal ways of ending an unwanted pregnancy. They will be taught that in England, Scotland and Wales, you can legally have an abortion at up to 23 weeks and 6 days of pregnancy, in line with the Abortion Act 1967. The impact on wellbeing of the mother (of either keeping an unwanted baby or terminating a pregnancy) will also be discussed with students who are developmentally ready. These students will also learn about the ethical debate around abortion and how this can impact decisions made but with an emphasis that it is legal in the UK.

C.5 Sexually Transmitted Infections

The school aims to prepare students for as much independence as possible. In the context of safe sex, it is expected that students will learn that condom use is normal behaviour in any physical sexual encounter. A further stage would be to explain that infection may be passed on when a condom is not used. Students may ask questions about AIDS and STDs in any context, the aims of answers will be to address honestly (to the extent the student can understand); to reassure and alleviate any anxiety; and to counteract any prejudice expressed.

C.6 Sexual Abuse

Staff are aware that some of Paddock students may have experienced abuse. They do not accept that this is a reason for avoiding education about sex and personal matters. Indeed, it makes it more essential: such teaching may help students avoid some abusive situations. If disclosure takes place during a lesson, or to a member of staff, the school Safeguarding and Child Protection Policy (available on the school website or from the office) will make it clear what action is to be taken. Staff trust that such disclosure will be treated in a calm and supportive manner, without causing further anxiety and distress.